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ABSTRACT

This report presents a summary of responses of developmental English students who participated in a telephone survey conducted in early 2001. The respondents had enrolled in a developmental English course in the fall 2000 semester and did not return to Northern Virginia Community College (NVCC) for the following spring semester. The primary purpose of the study was to find out what respondents thought about their English testing, placement, and developmental English course work at NVCC. The summaries describe what respondents thought about their experiences in developmental English and their individual backgrounds and circumstances. In addition, the summaries include information given by students about their reasons for not returning to NVCC. Telephone interviewers observed that respondents with negative experiences tended to discuss their experiences in greater detail than those who were satisfied, which resulted in more information being gathered about respondents' dissatisfaction with the program. The summaries are grouped into three categories to provide examples of respondents who found their experiences with developmental English largely satisfactory, those who found only some aspects satisfactory, and those who found their experiences with developmental English largely unsatisfactory. (RC)

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RESPONSES FROM TELEPHONE SURVEYS OF DEVELOPMENTAL ENGLISH STUDENTS AT NVCC

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NORTHERN VIRGINIA COMMUNITY COLLEGE

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Research Report No. 07-02

Office of Institutional Research
Northern Virginia Community College

January 2002

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OFFICE OF INSTITUTIONAL RESEARCH

The purpose of the Office of Institutional Research is to conduct analytical studies and provide information in support of institutional planning, policy formulation and decision making. In addition, the office provides leadership and support in research related activities to members of the NVCC community engaged in planning and evaluating the institution's success in accomplishing its mission.

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RESPONSES FROM TELEPHONE SURVEYS OF DEVELOPMENTAL ENGLISH STUDENTS AT NVCC

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RESPONSES FROM TELEPHONE SURVEYS OF DEVELOPMENTAL ENGLISH STUDENTS AT NVCC

These summaries provide information drawn from the responses of developmental English students who participated in a telephone survey conducted in early 2001. The respondents had enrolled in a developmental English course in the fall 2000 semester and did not return to NVCC for the following spring 2001 semester. The primary purpose of the survey was to find out what respondents thought about their English testing, placement, and developmental English course work at NVCC. The summaries describe some of what respondents thought about their experiences in developmental English in combination with information about their individual backgrounds and circumstances.

In addition, the summaries include information given by respondents about their reasons for not returning for the spring 2001 semester. These reasons emerged in the course of the interviews when respondents were discussing various aspects of their experience in developmental English. For example, when asked if there was anything NVCC could have done to keep them enrolled, many respondents volunteered their reasons for not returning. In other cases, they were asked why they did not return. The question was framed loosely, without an effort to delve into whether one or more reasons might have actually contributed to their decision. The reasons noted in the summaries should be considered in that light. It should also be pointed out that the telephone interviewers observed that respondents with negative experiences tended to discuss their experiences in greater detail than those who were satisfied, which resulted in more information being gathered about respondents' dissatisfactions than their satisfactions.

The summaries are grouped into three categories to provide examples of respondents who found their experiences with developmental English largely satisfactory, those who found some aspects satisfactory while others were not, and those who found their experiences with developmental English largely unsatisfactory.

Respondents with Satisfactory Experiences in Developmental English Courses

Respondent did not return because she went on maternity leave. She just moved to the area. She had a good experience at NVCC and felt the instruction she received was helpful. She felt that the placement test was helpful and "just right."

Respondent did not return because she moved and the new commute was too far. She loved the class and was very positive and felt her goal to improve upon her writing skills was met. She thought that more workshops would have been helpful. She is planning to return to NVCC if she ever has closer access to a campus.[1]

Respondent is planning to attend a 4-year college in another state in fall 2001. He thought developmental English was a useful course. He thinks testing lets you know if you need more work to get ready for college classes. He plans to take a summer course at NVCC if it will help him progress towards a degree.

Respondent did not return because she wanted to take time off. She was satisfied with her fall 2000 developmental English course. She thought the course was pretty simple and was able to improve upon her writing skills.

Respondent did not return because he transferred to Norfolk State College. He was very happy with his courses at NVCC and enjoyed the developmental English course because he thinks he gained better English skills. He plans to return to NVCC and take classes during the summer break.

Respondent did not return because his job demands so much of his time. He felt that he struggled more in the writing area of English than any other area, but is now better in structuring paragraphs and sentences and has more knowledge in grammar.

Respondent did not return because he just wanted to take a break from school and concentrate on his job. He liked the developmental English course and has a better understanding of writing structure and skills. He is particularly pleased with the cost and convenience of NVCC.

Respondent did not return because he had no extra time from his job demands in the military. He likes NVCC and wants to continue taking courses when he has more time. He doesn't think he has strong English skills, but would like to improve. He thinks he improved his writing from the developmental English course because he now has the ability to write a report.

Respondent finished the fall 2000 semester. He reported that his developmental English course helped him learn to write better, that he had a "real effective, nice teacher," and that he used the Writing Center while enrolled.

Respondent did not return because she traveled to Spain. She was very happy with the developmental class, books, and counseling. She needs to improve her English skills for both speaking and writing. She felt the computer vocabulary training was helpful and added that she gained computer experience. She wanted to note that the school needs to make teachers aware that students work full-time jobs and that those students might need more time and attention.

Respondent did not return due to personal reasons. He signed up at NVCC because he wanted to experience school, see what the school offered, and how well he could adjust. He enjoyed meeting new friends and improving his reading skills in the developmental English course. His biggest challenge in developmental English was grammar and punctuation. He liked everything about NVCC and plans to return and take courses that interest him.

Respondent did not return because she is broke and can't return until she saves enough money to pay for classes. She was very pleased with the developmental English course and thinks it is fine as is. She thinks grammar rules helped her to get through the course and become a better writer. She thought the writing and computer centers

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[1] Respondents' plans to return to NVCC are noted *only* if they are uncertain, conditional, or if the respondent has decided *not* to return. All other respondents indicated that they planned to return to NVCC.

were great resources for developmental students.

Respondent did not return because she needed to spend time with her daughter. She was satisfied with the class, but would prefer a slower teaching pace in developmental English, especially for those students who don't speak or write English too well.

Respondent did not return because he is moving to another state, where he is planning to take courses at the community college. He liked the developmental English course because he improved his study skills. He thought the professor was very effective and hoped that if he decided to return to the Northern Virginia area that he could take more classes at NVCC.

Respondent did not return because she wanted to take a semester or two off. She enjoyed developmental English and finished the course. There was nothing the school could have done to keep her enrolled. She took advantage of NVCC tutoring and the Writing Center to help her complete the course.

Respondent said he withdrew during fall 2000 because he wanted to spend time with a friend who was suffering from a serious illness. He said that his English class was going well. He felt that testing was a good idea because he was not sure what English course he needed. "The test made the choice for me," he said. The respondent's initial goal had been to attend NVCC two years, then transfer to GMU. His developmental class was useful, but he was a little dissatisfied that it was not up to the pace he expected in college.

Respondent did not return because she needed the break from school in order to work. She liked developmental English and thought she had a clearer understanding after she completed the course. She took advantage of the tutoring sessions that the school offers and was convinced that those sessions helped her complete the class.

Respondent did not return because he finished his program and will graduate in May 2001. He took developmental English as a last class to fulfill his English requirements for the school. He took his first class at NVCC in 1970 and didn't do well in English. This time around, he felt that he had more time to focus and the maturity to complete the class with a 4.0. He plans to return and work towards another degree in computer science.

Respondent finished the fall 2000 semester but did not return spring 2001 due to the demands of family responsibilities. She wanted to further her education, but had not decided on a major. She said that she felt "nervous" about testing—"not knowing what to expect." She indicated that her placement was appropriate, and she said "yes" to mandatory testing and placement. She rated her instructor as "very effective" and used the Writing Center.

Respondent did not return because she needed to take time off for personal reasons. She enjoyed taking the developmental English course and thought it helped her improve in English. She used the Writing Center and relied on tutoring and counseling to get through. She is undecided on her plans to return to NVCC.

Respondent did not return because she had too many other responsibilities that prevented her from completing the class or returning the following semester. She hopes that the school offers more classes online to cut down on commuting or leaving the home. She thinks her writing improved from the class and thought it had a great deal to do with the thoroughness of the instructor. She thinks as long as the school continues to keep developmental classes small, the school will keep students enrolled.

Respondent officially withdrew mid-semester fall 2000. He said there was "not really anything" NVCC could have done to keep him enrolled and that he did not finish because of his English course. When asked if he had suggestions for improving the course, he said it seemed like the course was "easy enough, the basics." He added that "Possibly I didn't exert myself enough" but did not go on to say whether he had a passing grade. He seemed satisfied with the testing process and his placement in developmental English, saying that class

time was spent on learning how to write better and studying vocabulary. He is undecided about returning to NVCC. He said that he initially enrolled to try out college courses and that he chose NVCC because his GPA was not high, that he didn't take the SATs, and that NVCC is affordable.

Respondent indicated no discomfort with the testing process, thought her placement was appropriate, understood how the test report is used for placement purposes, and felt counseling was adequate both before and after testing. She said that the developmental English course served as a review, and that her instructor was very effective. She did not complete the full survey.

Respondent did not return because she had personal problems that prevented her from completing the fall 2000 semester. She had lots of distractions and had a hard time focusing during the semester. She put herself in the developmental English course because she felt like she needed a refresher course and to work on her spelling problems.

Respondent did not return to NVCC because she needed to work full time. She was very happy with the class. She plans to return to NVCC after she buys a car and can afford the classes.

Respondent did not return because she traveled back to her home country to get married. She was very happy with the developmental English course. She plans to complete a two-year degree in business at NVCC and then transfer to George Mason for a bachelor's degree.

Respondent finished the fall 2000 semester. He didn't enroll spring 2001 because he needed to work to accumulate money. He thinks that English placement testing is good so that students will not enroll in classes too advanced for them, but feels students should have a choice—that they should receive advice, but then be allowed to enroll in courses of their choice. His placement in ENG 009/111 "worked" for him because one class followed the other, whereas some of his friends disliked the combination when they had to go to the two classes at different times. He learned how to tighten up his writing and make it more professional. He enrolled at NVCC to take core classes for a liberal arts degree.

Respondent did not return because he needed to work extra hours. He felt that even though some of the students in developmental English slowed the class down for others, the extra time helped.

Respondent did not return because he wanted to take a break from school and earn extra money for a few months. He was very happy with his class size and thought the class was really effective. He credited his success in the class to the instructor and her teaching techniques.

Respondent completed ENG 009 and ENG 111 in the fall 2000 semester. He did not return spring 2001 because working full-time conflicted with going to school. He said that he loved NVCC, that the developmental English course was fine and had nothing to do with his not returning. The ENG 009/111 combination was just a "big blur," like one class to him. One class was more on grammar, the other on writing. He said the instructor was excellent—"kept us writing." The instructor gave students help any time they asked and always saved the last hour of class for individual help. The instructor told the class about the Writing Center and had a librarian come to class to show students Web research methods. The librarian gave students her e-mail address and phone number.

Respondent did not return because she was told that she had to wait two years before she could start the dental hygienist program. She dropped out mid-semester from the school because of another course (microbiology) she took. She said that not returning had absolutely nothing to do with the developmental English course. If the waiting list opens within the year at NVCC, she may return.

Respondent did not return because she is a stay-at-home mom and had commitments with her children. She was quite pleased with developmental English because she felt like she walked away from the class as a

better writer. She was confused as to why NVCC places students who have very poor English skills in the same class with students who perform at a much higher level. She was disappointed at the number of students who caused the class to get tied up because they couldn't grasp the material.

Respondent did not return because his job was too demanding. He didn't have time to focus or study for the developmental English class. He appreciated his placement in the class. He is currently in the Air National Guard and working full time.

Respondent did not return because she is currently enrolled at a 4-year college in Virginia majoring in English. When she enrolled at NVCC, she asked if she could be placed in the developmental English class to polish up on her English skills. She enjoyed the class and the school, but does not plan to return.

Respondent did not return because she was planning her wedding in another country. She finished the semester in developmental English, but failed because she had to skip classes because of other commitments. She plans to retake the course because she knows she struggles in all areas of English.

Respondent did not return because he is working full time and doesn't have time to study. He liked developmental English and felt that he improved his English skills. He is undecided on plans to return to NVCC and is checking into other options.

Respondent did not return because she transferred to James Madison University. She thought the developmental English course was fine.

Respondent did not return because she left the state. She liked the developmental English course and felt like she gained better reading and writing skills. She also considers herself a good student.

Respondent did not return because he was accepted into a university. He was very happy with the developmental English course and received good grades at NVCC. He was diagnosed with attention deficit disorder and knows he needs to work on his skills harder than others. He plans to return to NVCC and take classes during the summer.

Respondent did not return because he is currently enrolled at a college in Richmond. He was very happy with the developmental English course.

Respondent did not return because he joined the U.S. Marine Corps. He was very satisfied with developmental English and felt that he gained better English skills from the class.

Respondent did not return because he joined the army. He felt that he received adequate information while taking the developmental English course. He does not plan to return to NVCC.

Respondent finished fall 2000. She did not return spring 2001 because no seats were available in the class she wanted to take. She initially enrolled at NVCC to improve her English skills. She agreed with her placement in a developmental English class, felt that the test was O.K., and that counseling was adequate. She described her NVCC instructor as "very good" and said what she got out of the class was improved writing skills.

Respondent supports taking the placement test and thinks it's good to have students tested to see where they are. She would have preferred a higher level English course.

Respondent finished the fall 2000 semester but was planning to move away so did not enroll for spring 2001. She felt nervous about taking the placement tests but found the procedures and counseling adequate and agreed that her English placement was appropriate. She didn't especially want to take the test because she didn't want to risk having to take a preparatory class. However, she said her English course was useful, that she "learned how to put together a paragraph and how to punctuate--things I hadn't learned in high school as well as I should." She described her 009 teacher as "an excellent teacher, outstanding," who gave her help that contributed to her

success and she used the Writing Center. She had been planning on "going away to school," but now thinks she will return to NVCC.

Respondent dropped out mid-semester fall 2000. He felt that there was nothing the school might have done to keep him enrolled at NVCC. "I did not come back, but it was not because of English placement testing or the course," he said. He had initially enrolled to get a degree. He thought the English placement test was "a pretty fair test," and he agreed that his course placement was appropriate. He said the course was useful, "just probably what you'd expect in a writing course," and that his instructor was "good." He said that he did "very well" when asked about his academic performance in high school.

Respondent dropped out of the fall 2000 semester the last week of the semester. She did not explain why. She said that she had "no negative feelings" about English placement testing, and approved of both mandatory testing and placement. She said her development English instructor was "very good," and that the course was a good refresher that helped her "finally understand" more about the rules of grammar and punctuation. She said her academic performance in high school was "strong" and that her goal was to become a dental hygienist.

Respondent dropped out before the end of the fall 2000 semester. Her reasons for dropping out were personal, not school related. She agreed with testing and her placement, although commented that post-test counseling was not helpful and that she was told what to take but given no explanation. She thinks the test was not really that difficult but that her high school work didn't prepare her for the material in the test. She said she was average in high school. She said her English course was "very beneficial," and that she "learned a lot about writing." When it came to evaluating her instructor, she gave the instructor a "plus 10. Wonderful!" and noted that the instructor had given the class his/her e-mail address. She enumerated several reasons for choosing NVCC, saying that lots of people speak well of NVCC, it is affordable, scheduling choices are good, and that the school adapts to students.

Respondent finished the fall 2000 semester at NVCC and is currently enrolled at GMU. He said that he had "no negative thoughts" about testing and placement. His English placement was changed from concurrent enrollment in ENG 009 and 111 to 111 alone. The change was based upon a sample writing test he took in one of the classes and the fact that he earned "B's" on his first two writing assignments in 111. Both of his teachers said he need not take 009. The respondent felt that testing is meant to help students get off to a good start. He had rated himself a "6" in pre-enrollment English skills, said he had "pretty good" study skills, and "did well—average" in high school.

Respondent did not return because she needs to work to save money for additional classes. She finds both reading and writing challenging and felt that the developmental English course helped her to improve upon those skills.

Respondent did not return because he wanted to take a break from college for a semester. He is currently working full time and doesn't have time to study. He liked developmental English and felt that he improved his English skills.

Respondent did not return because he wanted to take a semester off. He enjoyed the developmental English course and gained better learning skills. He knew he needed to focus and improve in writing and grammar.

Respondent did not return because he took time off to work for a while. He liked the developmental English course and felt he learned to write better.

Respondent did not return because he had to work for a while and save money. He is aware that developmental English is what he needed to start with in school. He has problems in all areas of English and struggles with a learning disability. His full-time job limits his time to study and take advantage of student support services.

Respondent did not return for personal reasons not related to school. She was very impressed with the developmental English class. She thought it was a great course, which was taught very well. She requires extra study time because she knows she has problems concentrating. She was particularly impressed with the instructor who was always offering time and patience. When she was absent for a class, the instructor called her and sent an e-mail to follow-up and make sure everything was O.K. and that she was not dropping the course.

Respondent did not return because he is looking for a college where he can live on campus and experience campus life. He thought developmental English was a great class and structured in a way to teach students like himself who have English disabilities or weaknesses. He thinks he does better in the science field, but felt that he learned how to think clearly and apply the English skills he learned in the class.

Respondent did not return because she had to work full time and help support her family. She enjoyed being in the developmental English course and did well throughout the semester. When she inquired about financial aid, the school turned her down so she had to drop out. She was told she made too much money. She plans to return to NVCC and take classes if she can get financial support.

Respondent did not return because she needed to work and save money for a while. She was satisfied with developmental English because she has problems in writing. She felt that she achieved better writing skills, even though she was forced to withdraw midway through the semester. Her return to NVCC will ultimately depend on her financial status.

Respondent did not return because she is pregnant. She felt that developmental English was the best course she had ever taken. In the future, she only hopes that the course is offered on a more flexible time schedule as well as offering longer class periods. She was very impressed with the school, the course, and the instructor.

Respondent did not return because he is about to start college in another state. He enjoyed the developmental English course and felt that his grammar and writing skills improved. He thinks a change that could benefit the course would be to break up the course assignments, instead of making one paper account for the majority of a class grade.

Respondent did not return because of work-related issues. She liked the developmental English course and achieved better listening and writing skills.

Respondent did not return because she is working full-time and feels she can't handle school at the same time. She liked the developmental English course and thought is was fun and straightforward. She took the developmental English course by way of the Internet. She didn't mind the placement test either, but was not prepared or motivated. By taking the developmental English course, she was able to brush up on her English skills and gain better research skills.

Respondent liked the developmental English course and considered the course useful because he improved his writing and organization of thoughts. He suggests that the school should offer tours on campus and introduce computer labs and resources.

Respondent did not return because she wanted to take time off. She was very satisfied with being placed in developmental English and achieved better writing skills. She would like to see the school have more night classes between 4:30 - 6:30 p.m.

Respondent did not return because she had an emergency in her family. She enrolled at NVCC to improve her English skills for her job. She would like to see more classes offered on Saturdays. She already has a B.A. in journalism from her home country.

Respondent did not return because he wanted to take time off from school. He enrolled at NVCC because of the tuition cost and small class size. He likes the school and liked his developmental English course. He is thankful that the course helped him improve his writing skills.

Respondent did not return because he is currently working long hours. He was very impressed with the developmental English course, which he took online. He felt that he improved his writing and grammar. He also gained general knowledge in English.

Respondent did not return because she had problems with financial aid. She thought the placement test was fairly easy, but it took a long time to complete. She thought the class made her a better writer.

Respondent did not return because she was pregnant, needed to take time off, and the school was too far from where she lives. She enjoyed developmental English even though she was dissatisfied at first. However, the course was very helpful to her and she was able to improve her writing skills. She wished the English and reading course could be combined as one. She also wished there were more time in the classroom and less time for studying because her time outside the classroom is very limited.

Respondents with a Mixture of Satisfactory and Unsatisfactory Experiences in Developmental English Courses

Respondent did not return because she needed to work on time management for herself. She did not pass the class and plans to return to repeat the course in summer 2001. She thought the instructor should have taught a little more grammar and talked less on a personal level. She was very impressed with what she learned and is more confident in writing essays on the job. Student would like to see the school create a developmental English course between 009 and 111.

Respondent did not return because she had to go to her country. She thought the topics on the placement test were difficult because she didn't understand them. She was angry at first when she was placed in a developmental course, but accepted it after a while. She thinks the class size was too large. As an international student, she prefers smaller classes. She registered at NVCC to improve her GPA and wants eventually to go to a 4-year university.

Respondent did not return because she took time from work to relax and enjoy life for a change. She didn't like the English placement test because comprehension was a little difficult, but she really liked the developmental English class because her writing improved. She thinks the course is fine the way it is.

Respondent did not return because his schedule at work is very hectic. He currently works two jobs. He was not happy about taking the placement test because he was not prepared and does not like computers. He liked the developmental English course because he thought it was useful and it improved his writing and comprehension skills. He is undecided about plans to return to NVCC.

Respondent withdrew after two weeks for personal reasons. He lives an hour's drive from the nearest campus. Family demands didn't leave him with enough time to study, especially considering that the College recommends 3 hours per week of study time per credit. He was told to take a placement test when he went to register for an English course; he had no information about it prior to registering. He wants to earn a degree, but is undecided about returning. He suggested that NVCC offer online classes.

Respondent did not return because she is currently busy seeking employment. She did not agree with taking the placement test because she thinks she does not test well. She thought the comprehension section of the test was very hard. She was comfortable with being placed in developmental English because she thought her test scores indicated that she obviously needed it. She was particularly impressed when the teacher taught her how to take main topics out of paragraphs and improve her writing skills.

Respondent did not return because he didn't like the college environment. He gave college a try, but knows he has a learning disability, which prevented him from doing well in developmental English.

Respondent did not return because he didn't care for the business and arts program. His departure had nothing to do with developmental English. His decision to drop out was for a personal reason on which he did not elaborate. He is also aware that he does not test well. He does not plan to return to NVCC or any college. He would prefer to work instead of attend school.

Respondent did not return because she felt college was not for her. She is not planning to return to the college for personal and financial reasons. She did mention that she was insulted and upset when the college told her that she had to take the developmental English course and was told that she did not qualify to be placed in a standard college English course. She might decide to return to the college in a few years for the vet tech program, but right now she has no desire to return.

Respondent did not return because she does not think she is college material. She doesn't think she is a good test taker and didn't do well in her developmental English course. She said she knows the material. She would have preferred the school place her in college English as opposed to developmental. She only showed up for a few classes during the semester, including the final day to take the examination. If she

returns to NVCC, she would like to get a degree in early childhood education.

Respondent did not return because she took time off to work. She worked long hours that prevented her from having time to study and was forced to drop developmental English. She didn't think there was anything wrong or disappointing about the class or the instructor. The time she spent in the class was helpful because she thinks she gained better English instruction and skills.

Respondent said that she dropped out mid-semester "more because of me, not the class." She had planned to get general courses out of the way so that she could then start work on a major. She said there was nothing NVCC could have done to keep her enrolled. She indicated her course placement was appropriate, that the course was somewhat useful, and rated her instructor highly. In response to how she felt about taking the placement test she said that "basically, to take it and get it over with; I knew I had to take it." She said she didn't remember any preparation material. She disagreed that pre-test guidance was adequate, saying that she never spoke to anyone, as far as she could recall.

Respondent did not return because she went out on worker's compensation and it prevented her from completing her coursework. She thought the course was too easy, but the placement test was quite challenging. She thought the developmental course was more like a refresher from high school and the instructor was very helpful and talented.

Respondent did not return because she didn't think she had enough course selections through the Internet. She likes taking classes online because she has a very inflexible schedule. She also likes the convenience of taking the class while working and being a single mom. She is planning to return to NVCC when the right course becomes available online.

Respondent joined the U.S. Marine Corps. He dropped out beforehand because he didn't get credit for the developmental English course. Initially, he just accepted developmental placement, but wasn't too happy. What he did complete was enough course work in the class to feel comfortable with his writing skills. He thought the school should offer developmental English as a credit course or lower the costs of tuition for the class. He wasn't too happy taking the placement test because he had difficulty identifying mistakes and would have preferred a written exam. He plans to continue study at NVCC if he stays in the area.

Respondent did not return because she had a knee injury that prevented her return and she is planning to move out of state. She has been out of school for at least 14 years and felt she was nervous when she took the test, causing her to do poorly.

Respondent did not return because she got sick during the fall 2000 semester. She clearly remembers that she did poorly on the placement test because her "Enter" key kept getting stuck. She thinks that she is a better student than what the test declared, but she learned a lot from the developmental class and learned to write better papers. She is very grateful to the school for her placement. She decided to enroll at Applied Career Training for the dental hygienist program and plans to return to NVCC after she finishes in January 2002.

Respondent plans to enroll for courses at NVCC in March 2001 or summer 2001. She enjoyed the developmental English course because she improved in writing and grammar. She would have preferred more one-on-one time with the instructor and a smaller class size.

Respondent did not finish developmental English, but he did finish other courses in the fall 2000 semester. He said that he learned a lot in his English class, that his teacher was "really good," and that he liked her a lot. He did not complain about his English placement directly, but he did say that he wished that someone had explained the test more ("Advisers should tell you it's a one-time deal") so that he would have "taken it seriously," especially since it cannot be re-taken for a year. He thinks that requiring placement testing is O.K., but was undecided about mandatory placement, saying that students should have a chance

to appeal. What students did in high school should also be considered when it comes to placement, he said. He is applying to other colleges but will return to NVCC first.

Respondent dropped out fall 2000 because of medical problems. In response to questions about the English placement test she said she didn't mind taking one, that she knew most colleges required them—but "not being a good test taker, I wanted to re-take the placement tests. But there was no negotiating." She said that she was sure that she could have handled ENG 111, "but then again I had a good developmental writing course." NVCC could have helped her return by offering more night classes because she prefers to work daytime.

Respondent finished the fall 2000 semester. When asked whether there was anything the school could have done to keep him enrolled he replied, "Not sure. Needed to work." He rated himself an "8" on pre-enrollment English skills, he expressed no dissatisfaction with testing procedures or placement, and he said the developmental English course was useful and the teacher very effective. When asked if he thought NVCC could improve the developmental English course he replied that two teachers in the class might have helped—to answer individual's questions. He said that you had to make an appointment for help outside of class time and that he was working a lot, so it was hard for him to get back to campus. He described both his study skills and academic performance in high school as "average."

Respondent dropped out mid-semester in fall 2000. She had enrolled at NVCC "to find a career that I would be interested in." When asked if NVCC could have done anything to keep her enrolled she said no. Her English class was "only partly" involved in her quitting. She said that the instructor was not very good, that the class was "somewhat useful." In discussing the placement test, she said that it was "very corny," that it was "too easy." When asked whether she was comfortable with placement in a developmental English class, she said, "Not really." When asked whether pre-test counseling was adequate, she gave no opinion because she did not recall receiving any. She plans to return to NVCC.

Respondent said that a car accident influenced his decision to drop out around mid-semester fall 2000. His English instructor was "awesome," but he disliked his testing, test results, and placement. As for the testing, he said that the computer made him go too fast. He understood the test results but went on to say: "I thought the test was a guideline, not something that would force me to take certain courses. Maybe I didn't take it seriously." He said he didn't receive much pre-test guidance, just "Do this, do that." When asked about whether parts of the English test were difficult, he said, "Yes, some. I'm not really good at taking tests." He felt the English course in which he was placed was a review of high school English, not challenging, but that it refreshed his memory and was good on research methods. He was puzzled about his placement because he thinks his pre-enrollment skills would rate a "7" or "8" and because he was considered a good writer in high school. He thinks that NVCC should not depend entirely on a test to decide which English class students should take.

Respondent dropped out mid-semester fall 2000, but said that the English course she took was "not at all" a factor in dropping out. When asked about English placement testing, she said that giving a test was O.K. because she would rather be prepared for college-level work than not (she planned to transfer). She said having to take the test, however, "really made me freak out" because she wasn't prepared for taking a test. She found both pre- and post-test counseling inadequate. She agreed with her placement, found the developmental course useful, saying that "learning pretty much how to improve writing" was what she got out of it. She rated her instructor as "really good."

Respondent did not return because she had work demands that prevented her from attending and studying for the class. She didn't have patience for those students who were slower in developmental English and slowed the class down for others.

Respondent did not return because he had to work before returning to study at NVCC. He was not satisfied with the large size English class. He felt he could have gotten better grades if he had more time with the instructor. He plans to return to NVCC.

Respondent finished fall 2000 semester but was disappointed that she did not receive college credit for ENG 002. When she was advised about her test results and placement she was not told that she would not earn any credit. She was surprised that she was placed in 002, saying that she was good in English and that the developmental course was a review. She was positive about the course, however, saying that it would help her do better when she returns.

Respondent did not return because he had personal problems that prevented him from completing the semester. He loves the school and was particularly impressed with developmental English. However, he didn't like or agree with the English placement testing process. He felt the pre-test guidance and counseling was inadequate. He said the school forced him to take a different test because he was not an American citizen and that wasn't fair to him. He plans to return to NVCC to study to be a mechanic.

Respondent did not return because she felt that she was not ready to be in school. She knows she needed developmental English for her weakness in writing, but she decided to drop out because it became too much to handle. She would have preferred more time to take the placement test as well. She does not plan to return to NVCC and take classes any time soon.

Respondent did not return for regular classes because she signed up for the ELI courses online instead. She was thrilled about taking and completing her developmental English course with its particular emphasis on one-on-one instruction time, but did not like her instructor. She knows she has a learning disability and didn't think the instructor cared. She loves the new computer system.

Respondent did not return because he had job constraints. He was satisfied with the placement testing process but would have preferred taking a written test as opposed to using the computer. He felt that his skills are on a much higher level then where he tested. Once placed, he enjoyed being in the developmental English course. He would have preferred more quality class time and wants the school to make the classes longer to encourage more group study and interaction.

Respondent did not return because he had money problems. He initially enrolled to take a few classes to refresh his memory and to see if he could handle college courses. He knows he's smart and always does really well in his jobs and surroundings. However, he thinks test taking is a weakness of his—his biggest problem. He thinks that not all students test out the same. He thinks the school should implement a course to help students study for and take tests. When he returns to NVCC, he wants to major in computer engineering.

Respondent dropped out of her English courses close to the end of the fall 2000 semester, but finished other courses she was taking. When asked what she felt NVCC could have done to keep her enrolled, she said, "Not really anything." She added that she did not drop because of dissatisfaction with her English courses. In fact, she indicated her placement was appropriate, that her instructor was "very, very good," and that students who took the initiative received adequate time and individual help. She said that she spends enough time studying, but does not get good results.

Respondent finished the fall 2000 semester. She wasn't happy that she didn't make it into ENG 111 because she needed to be enrolled as a full-time student in order to maintain eligibility for health insurance. She agreed with placement testing, said that she found some areas of the test "somewhat" challenging, maybe because she had been out of school a couple of months. She rated post-test counseling inadequate in the sense that she "really didn't talk to anyone about results." She said her English course helped her brush up on writing lengthy essays, but said that she

didn't feel it helped her with reading. Her instructor was one of the best teachers she ever had. She also had a tutor, whom she had obtained on her own. She was in small classes for students with learning disabilities in high school. Anyone who is a freshman should be given a chance to take ENG 111, she said.

Respondent finished the fall 2000 semester. She agreed with taking the English placement test but found counseling inadequate. When asked how NVCC might change developmental English she said the College should make it more clear what prerequisites are needed for ENG 111. She also thinks students should be able to re-take the placement test earlier than a year. She indicated that she had been out of school for a while before enrolling at NVCC, and thinks that may have been a factor in scoring low. Her ENG 005 instructor told her that she should be in a higher level class, but because of her test scores she was not eligible to enroll in ENG 111 alone. Because she was working and has three children, she could not schedule both 009 and 111. She said the class was good, that the instructor was very good, but that it was a review of what she already knew.

Respondents with Unsatisfactory Experiences in Developmental English Courses

Respondent finished the fall 2000 semester. She did not re-enroll spring 2001 but said that her English course, though not satisfactory, was not her reason for not returning. She said that she understood her placement, but didn't like the course and did not find it useful. She commented later that as an older student, she felt uncomfortable in class, and that she had hoped by taking class at night that fewer 18- and 19-year olds would be in class. She felt that younger students were goofing off, while she wanted to learn.

Respondent did not return because she did not like the developmental English instructor and was discouraged by his way of teaching. She thought the class was a big waste of her money and time. She commutes and felt that if she repeated the same type of semester again then she would never return to NVCC. She thought the instructor spent more time talking about his personal business than teaching English. The instructor recommended tutoring to students rather than reaching out. She knows she needs help in English and prefers group study and assistance.

Respondent did not return because she felt like all the "losers" from high school were taking the same courses as she was. She didn't apply to any other colleges when she finished high school so she decided to enroll at NVCC. She didn't like anything about the school and dropped all classes midway through the semester. She is currently enrolled at a college out of state.

Respondent did not return because she lacked interest and dropped out. She thought English was too easy and didn't understand the need for the placement test. She didn't understand what classes were prerequisites for other classes and stated that the placement test was inaccurate. She plans to return to NVCC and work towards an Associate's degree in science.

Respondent did not return because he is currently working towards a certification in computers. In addition to that decision, he decided not to return because he didn't pass developmental English. He finished the semester with a failing grade. He thought it was very disappointing because he really tried hard to pass and thought he gained a better understanding of English overall. He originally wanted to complete a degree in education, but decided not to return to the school.

Respondent did not return because she failed developmental English and needed the course to continue forward. She desperately sought tutoring, but could not afford to pay for it on her own. She hopes the waiting list for tutors opens up quicker than the normal pace. She was excited about enrolling in developmental English because she wanted to discover her weaknesses in English. She soon discovered that the class size was not going to allow that to happen. There were too many students in the class seeking individualized help. She would like a degree in business administration.

Respondent did not return because he wanted to take time off from school. He didn't like developmental English and dropped out of NVCC because of it. He thinks the class should receive college credit and that students should be allowed to select their own classes since the funding is coming out of their own pockets. He thought developmental English was a repeat from high school and thought the course was very easy.

Respondent didn't return because she didn't like the testing process and the fact that the school put her in developmental English. She dropped the course midway through. She thinks the school should enroll students in developmental English who truly need it and screen those who should be advanced to a higher English class within the first few classes. She knows her standards in English are much higher and she knows that she tests poorly and was unprepared the day the placement test was administered. Student was working towards transferring to a university, but has changed her mind and does not plan to return to NVCC at all.

Respondent didn't return because she wanted to take time off after dropping the developmental English course. Her job

keeps her busy. She knows that the placement test did not measure her true abilities in English. She is not a good test taker and doesn't think that she will ever be. She thought the course was hard and she didn't get the proper instruction that she needed to pass successfully. She has not decided if she plans to return to NVCC, but if she does she wants to work towards a degree in general studies and then transfer to a university.

Respondent didn't return for personal reasons. She was disappointed in the placement test process because she thinks that there is a serious language barrier for staff and they can't always understand ESL students. As for the class, she didn't think the instructor gave enough time in the computer lab. She had to rely on herself and small groups to get through the semester. She thinks that computer assistance and labs should be made available to students around the clock. She also thinks that the school should enhance the library assistance and extend the library hours. She thinks classes shorter in length more times a week would be better.

Respondent didn't return because she didn't like developmental English. She was not happy about taking the placement test. She thinks the placement test should be administered at a slower level. She thought the school was unfair to her after a professor stopped teaching midway through the semester and lost her work. She was forced to repeat the work and it put a bad taste in her mouth. She thought developmental English was way too easy. She was completely dissatisfied with the course, but thought the second professor was the best she ever had.

Respondent did not return because she needed to work. She stated that she was kicked out of developmental English. The instructor forced students to drop because they had a dispute over students being placed in a class that was too easy. She was not happy about taking the placement test and thought she did better than what the test reported. She thought the instructor had a bad attitude, was too hard, and that a large portion of the students failed. Instructor gave brief explanations of what she wanted from the students and then would dismiss everyone. Respondent thought the instructor was always very matter of fact and not flexible to the needs of students, especially those with full-time jobs and families. She suggests that the school take the time to screen students more closely and noted that some students are not good test takers, especially when they don't have time to study for placement examinations.

Respondent did not explain why she did not return spring 2001, but said it was "rude to place people in developmental English whose first language is English." She indicated dissatisfaction with the English course she took, saying that it was not very well taught, that the emphasis was upon grammar and conventional writing as opposed to creative expression, and that the instructor did not tell her she had a low grade until the day before it was too late to do anything about it. She said that she had not taken college prep courses in high school so she was not ready for a 4-year college. She finished the fall 2000 semester and plans to return to NVCC "to slowly achieve an associate's degree."

Respondent did not offer a reason for why she dropped out at mid-semester. When asked if there was anything the school could have done to keep her enrolled, she said that she didn't know, that she didn't know how to talk to a counselor and that the "lady at enrollment was rude." Her final comment in the interview was that she really didn't know who to talk to about what she wanted to take. In regard to testing, she said that she is not really good at taking tests, that she is nervous under pressure and can't do her best. When asked about pre-test guidance and counseling she said that she went in and someone said, "There's the computer." She said she tried to do the test, didn't know if she could ask questions once she started so she figured it out as best she could. After taking the test, she said that she "really didn't understand the score," and that "no one explained what I did bad or wrong." She accepted her English placement as appropriate.

Respondent dropped out after a week or two during fall 2000 semester. He had

wanted a full schedule of 5 classes but said that "the counselor put me in two English classes and a math class—no credit." He had started at NVCC two different semesters, dropped out both times. He felt like the counselors weren't listening to what he really wanted to do. He acknowledged that he must not have tested well enough for "regular English," adding that maybe he hadn't taken as much time with the test as he should have. He felt as if the English class that he was put in was "remedial or something." He reported that he had earned A's and B's in high school, couldn't understand why he tested into developmental, and that he had wanted to take the English test over again after scoring low, but was told that he couldn't. He would have preferred a chance to take the regular English class and if he couldn't handle it, he would have figured it out from there. He rated his pre-enrollment English skills as "7 or 8" and his study skills as average. He is worried about his GPA and wonders how it will affect his chances for returning to NVCC or for going to any other college.

Respondent finished the fall 2000 semester despite the fact that she "had no idea why I was placed in a vocabulary class." She had been in this country about two years when she enrolled at NVCC. She volunteered that she had earned a 600+ score on TOEFEL and spoke several languages in addition to English. In response to being asked about the test she replied, "You know what, I didn't like anything about the test—especially the writing test." As for English courses, she praised her ENG 009 class but not her ENG 111 class, where she said that the instructor would not help her. She said that she had gone to the Writing Center, but still didn't know what wasn't good about her writing. She stated that she never learned anything in the class, the instructor just talked about her personal life. "A disaster, a disappointment," she said—but she had to attend or get a bad grade.

Respondent dropped out mid-semester. He said that he had passed ENG 003 and had wanted to enroll in ENG 111 in the fall 2000 semester. Instead, he had to travel to a distant campus for a developmental class he was supposed to take. He said that it would have helped if he could have gone to his nearby home campus—might not have dropped. He did not like the developmental English course in which he was placed. He felt like he was in an "ESL class or something." He already knew the material. He felt anxious, nervous about the test, "just wanted to get a good score." He volunteered that he got good scores in testing at a local business college and likes the idea that he can earn a degree at the business college in 15 months. He says he will return to NVCC if he can't go somewhere else.

Respondent took placement testing in 1998 and barely remembered procedures or the testing, but she "felt dumb to be put in a low English class." She thinks that she was enrolled in the same developmental English class three times with different teachers. It was not clear whether she had ever passed the course. When asked whether there was anything NVCC could have done to keep her enrolled, she said only that "Each time I enrolled, different issues arose." She said that her goal was to major in education, that she was working full time while enrolled, and that "maybe her priorities were for work, not school" during the time she was enrolled.

Respondent was critical of his placement, his developmental English course, and the attitude of College staff that he encountered. He did not contest his test scores, but mentioned that he had been switched to a paper and pencil version of the test after he began getting scores very high, then very low on the computer. He stated there was a lack of friendliness and a lack of eagerness to help from the testing staff. In regard to his developmental English class he said: "The whole class was filled with students who didn't speak a lot of English...The teacher had to work with them." The course was a review of material he said he'd covered in middle school. He withdrew from developmental English after about two months. He said that "There were some things going on besides not liking his classes" but did not elaborate. He is currently enrolled in an NVCC IT certification program and works for a local financial institution in IT. He reported earning A's and B's his last year in high school, took two AP courses, and rated himself a "7" on English

skills. He is undecided about returning to NVCC.

Respondent did not return because he had no transportation to and from the campus. The student was not satisfied with his English placement test results. He was disappointed that he was not given advance notice about taking the English placement test and felt like his lack of preparation caused him to do poorly.

Respondent did not return because she has financial problems and personal issues. She wished the school could have counseled her in English and placed her in a class with a slower paced instructor–someone who was willing to spend more one-on-one quality time with the students. She doesn't have time to study long hours because of her job.

Respondent did not return because of her job demands. She felt that she was not prepared to take the placement test and if she had time to study, she would have performed much better. She was also very surprised that the school would not allow her to retake the English placement test for one year.

Respondent did not return because he was very disappointed that his developmental English course was not for credit and thought the class was a waste of his time. He also felt that the computerized placement test was intimidating. He dropped out of the class mid-semester.

Respondent did not return because he didn't have an interest in college after experiencing the developmental English class. He has strong writing and art skills and said he is just not a good test taker. He has not decided about returning.

Respondent did not return because she was not happy being placed in a developmental English class. She is well aware that she does not test well and felt that the test was not a true representation of her academic abilities, but she was interested in better English training. She does not plan to return to NVCC. She plans to work instead.

Respondent did not return because he works long hours on his job. He thought the test was hard, but he says he does O.K. in school overall. He dropped out mid-semester because he didn't like the developmental English class. He is undecided about plans to return to NVCC.

Respondent did not return because he wanted to take time off from school to see what he wants to do. He wanted to take college-level English as opposed to developmental English. He said he already knew the material, he just doesn't test well. He had two instructors during the semester, the first better than the second. He is undecided about his plans to return to NVCC. He would like to get a degree in computer programming if he returns.

Respondent did not return because he struggled in developmental English and then dropped out mid-semester. He does not have good English skills and didn't like his placement status. He is undecided about his plans to return to NVCC. He would like to get a degree from NVCC in fire science.

Respondent did not return because she thought the developmental English class was too easy and she dropped out. She was bored and felt that there was no real challenge. She said her desire to drop out was completely her idea and she has a desire to just work for a while. She would like to get a degree from NVCC in the future in information systems.

Respondent did not return because he is more interested in being in a college setting with dorms. He was disappointed over his enrollment in developmental English because he felt that he didn't get too much out of the class and it discouraged him from returning. He doesn't know if he will return.

Respondent did not return because he did not want to be placed in developmental English. He wanted to be placed in a higher level English course for transferable credit. If he returns, he would like to get a degree in General Studies.

Respondent did not return because he had work demands and not enough time to concentrate on school. He thought the

testing process for developmental English was too easy and was turned off by the entire developmental process. He doesn't think he got anything out of the course, but a waste of his time and money. He is currently undecided about plans to return to NVCC.

Respondent did not return because she was not comfortable about being placed in developmental English. She thought the course was a turnoff because she wants all the classes she pays for to transfer. She thought the class was too easy, but she was able to improve her writing skills. She wants the school to re-evaluate the standards for the English placement test to determine where students should be placed. She would like to continue to take classes at NVCC so that she can eventually finish at a 4-year institution.

Respondent did not return because she simply wanted to take a semester break. She thought the computer placement test for developmental English was way too confusing and felt like she was forced to rush through it before she had a chance to realize that she made mistakes. She liked the developmental class and took advantage of the Writing Center when completing her final paper for the class.

Respondent did not return because the instructor for developmental English changed halfway through the semester and she thought the change caused her to do poorly. She didn't think she was quite ready to go to a higher level English class, but felt that she gained enough confidence from the class to think more clearly and improve her comprehension skills.

Respondent did not return because he was not happy about being placed in developmental English. He thinks the school should let students choose courses on their own. He felt that the developmental English course was a class for "dummies" and it made him feel stupid to be in the class. He thought his placement in the class was insulting and that his English skills are on a much higher level. He does not plan to return to NVCC.

Respondent did not return because he was not satisfied about taking the placement test and being placed in developmental English. He felt that if he's paying his own money for his education then he should have a right to decide what courses he will and will not take. He dropped the course because he couldn't take the level of English course he wanted to take. He is undecided if he wants to return to NVCC.

Respondent did not return because he wanted to take time off from school. He didn't feel that he got the attention in the developmental English class that he needed. Students who needed help immediately were forced to make an appointment with the instructor. By the time the scheduled appointment was available, it was too late to do well on a test or writing assignment. He was disappointed at how the instructor would pass out assignments without explanations. He initially enrolled at NVCC to work on improving his grades from high school. He wants to work towards a degree in computers from NVCC, but would encourage instructors to spend more time with foreign students who learned English differently than native speakers and writers.

Respondent did not return because she must pay out-of-state tuition and thinks it's unfair to pay high costs for non-credit courses. She felt that the developmental course was an overview of what she already knew and was useful only in that way. She thought the class instructor was more interested in letting the class go early and answering questions if necessary, but not good for having the desire to teach the course to its fullest extent. She scored 87% on the placement test and felt that she was overqualified to take a developmental course. She feels that the developmental English course should test students more.

Respondent did not return because he was unhappy with his developmental English course. The student was also not satisfied with his English placement test results and was disappointed that he was not given advance notice about taking the English placement test. He dropped the course because he got nothing out of it, and he thought the teacher was boring. He thinks that teachers who have a desire to teach

developmental English should be instructed to understand that all people learn on different levels. A teacher should have patience with students and also understand that a test does not always measure the true academic level of the student.

Respondent did not return because he thought the developmental English course was below his academic standards. He said the course was not useful for him because he took an English course at an Ohio college and passed. He was also upset over the fact that the course was for grade, but not for credit. He thinks the school should come up with a better scoring procedure to place students who score between regular English and developmental.

Respondent did not return because he was not happy with his schedule. He was very disappointed with the placement test and thinks the school should eliminate it. He didn't think the test had the ability to measure his true English skills. He didn't like taking the test on the computer without prior instruction and was also disappointed that he paid for courses that were not transferable. He thinks that the developmental English course helped sharpen his skills since high school, but some of the coursework was a simple review of what he had already learned.

Respondent did not return because he thought the developmental English course was a waste of his time and he wanted to work and save money. He was also very disappointed that he could not get full credit for taking the course. He thinks that if developmental English can't fully account for a standard college English course, then he would hope that the school could recognize the course as a credited elective for transferring and GPA purposes. He thinks the school should create a course that falls between developmental English and college introduction to English.

Respondent did not return because she wanted to take personal time and avoid paying out-of-state tuition. She felt that students who are paying out-of-state tuition should be exempt from paying for developmental English courses until they can apply for state residency tuition or simply make the English course a credited course. She didn't like the placement test for punctuation testing and thought it was very hard to follow. One book was used for her class and she would have preferred more material. She gained confidence in writing papers and thought the instructor was very effective that way.

Respondent didn't like the placement test and thought the subject content and questions were confusing. He dropped the course because he had a problem taking the course online. He thinks that if students can't adjust to Internet classes they should have the option, within a reasonable amount of time, to transfer over to classroom format.

Respondent did not return because she said the college reminded her too much of high school. She didn't like the developmental English course and wishes the school would restructure the course to meet an adult comfort level. She thinks that those who are slower in class are making class time harder and less accessible for those without the challenge. Besides taking the placement test, students should be tested again within the first few weeks of class to determine if a student really deserves the class or should be placed on a higher level. If a student is not prepared to take the placement test, then why should those grades stick with them for one year after the test date? She thinks that students should have options – like retaking the test after the first time or supply the students with ample study material days in advance. She is currently enrolled in an information technology computer school. She also wants to earn a general degree from NVCC and then to transfer to a university.

Respondent did not return because she did not like the developmental English course or the level at which she was placed. She felt like she was back in high school. She does not have any plans to return to NVCC.

Respondent did not return because of personal and financial reasons. He does not think placement tests should be required. Students should be able to take the courses they want. He does not plan to return to NVCC if he has to take the placement test.

He didn't think he put enough effort into the test.

Respondent did not return because he joined the U.S. Army. He felt the course was easy, but the placement test was too hard. He didn't think the test results measured his true academic abilities. He is not a good test taker, but he can write very well. He did not like his instructor and referred to her as "non-instructive." He thought that she didn't know how to share her knowledge with students. He does not know if he will return to study at NVCC due to his new career in the military.

Respondent did not return because he didn't like his developmental English course. He thinks the course should be eliminated. He was a transfer student from a 4-year university in another state with a 2.94 GPA. He had already taken two college courses in English and was surprised that he was put in a developmental English course. He dropped out for that very reason.

Respondent did not return because she is in the military and is currently enrolled in a telecommunications program at Quantico. She felt that she didn't pass the course because she took the class online, which she felt later was a bad choice for her. In order to do well, she felt that she needed a structured class in a classroom setting. She thought developmental English should be a credited course since she was paying for the class out of her own pocket.

Respondent did not return because he needed to take time from school and save money. He felt that developmental English was a complete waste of his money. He thought the course was way too easy and felt like he was back in tenth grade. He also thought the course was more like a review than a college course. He thinks the school should evaluate a student's academic performance within the first few classes to determine if a student has been wrongfully placed in a developmental class.

Respondent wasn't happy about taking developmental English or the placement test. She felt that she could have handled ENG 111 and felt the placement test should not be the only basis for deciding. The respondent was not satisfied that the course was not for credit and felt that students should have the right to choose whether or not to take credit courses. Let them take the risk even if the test results show that they need other courses. Or give them credit for developmental courses.

Respondent did not return because she needed to get away from college friends who encouraged her to hang out and party too much. As a member of a minority group, she was very frustrated with the biased attitude of the instructor. The instructor treated her and her other colleagues like troublemakers and outcasts. The instructor was not helpful or patient with the student and forced the student to drop the class. The student did not have the desire to return to the school at all. She was a transfer student from a 4-year college in Virginia and had already successfully passed English courses. She liked being placed in developmental English because it was a good refresher class overall.

Respondent did not return because he wanted to save money. He didn't like developmental English. He didn't think the school was too clear about the structure of the class and credit offerings. It was the student's choice to be placed in the class, but he believes the counselor misled him on the structure of the class. He thought the course was way too easy. He did improve his writing skills, but didn't stay enrolled in the class long enough. He plans to transfer to Virginia State.

Respondent did not return because she had a bad semester and decided to take the semester off and work. She feels that she is not good at testing. She thinks her level of English knowledge is higher than she tested. She thinks placement testing is O.K., but students should not be required to take certain courses if they don't think they need them. She is working towards a degree in psychology.

Respondent's English placement was the deciding factor in his withdrawal mid-semester and in his not returning. He said he might have returned if he'd been in the right class. He was "completely dissatisfied" with the reading course he was placed in.

He claimed that the instructor didn't care about students at all and gave "a ton of work." He approved of testing, but says the process needs improving. He said that the first time he knew about the English placement test was when he went to Admissions to register for ENG 111. He did not feel prepared and did not feel he did his best. He strongly disagreed with his placement. He reported that he had been a "B" student in high school and rated his pre-enrollment English skills as "6." He enrolled at NVCC because he wanted to take "a ton of business courses."

Respondent enrolled full time fall 2000, but dropped his NVCC classes mid-semester. He thinks that testing was "good in a way, but in a way not." He mentioned that his math placement was "way low." He thinks that students should have a choice of whether to take a particular class. He characterized the English placement test as "not too easy, not too hard—in between," but commented that "some of the questions seemed as if they were meant to fool you—like 'trick questions.'" While he agreed that the English course in which he was placed was appropriate, he said he didn't get much out of it. He needed help improving his reading speed. To improve developmental English courses, he suggested specialized classes to help people improve what they need to improve. He said that instructors should be trained to deal with specific needs.

Respondent said that because she was failing developmental English, she dropped it at mid-semester. (She earned C's in other classes at NVCC.) She felt that her English placement was appropriate. She agreed only that testing should be required, not placement. She said her instructor was very good. When asked about the size of her English class, she replied that it was held in a middle school where the room was not large enough for the size of the class, so that it was comfortable only when enough people were absent. While she rated herself an "8" in terms of English skills, she replied "not good" to the question of study skills and academic performance in high school.

Respondent dropped out mid-semester fall 2000 because she said that ENG 111 was "too hard—that's why I dropped." She also commented that "It seemed hard being connected at a community college." She thinks the way to improve developmental English is to have the ENG 009 and ENG 111 teachers work closely with one another and get to know their students. She said that her 009 teacher gave her feedback on her papers, but then the 111 teacher would give her "D's" on the papers, which she found confusing. "Shouldn't the teachers be coordinated?" she asked. She rated her 009 instructor as "very effective," but said that she could not understand what the 111 teacher was trying to get across—"not that well, anyway." She is undecided about returning to NVCC. She thinks that placement testing in English is "a good idea," but feels that it should then be a personal choice for students 18 and older of what courses to take.

Respondent dropped out in the first few weeks of fall 2000 from his English classes (009 and 111). He also did not finish a vocational class because he had a poor teacher, he said. When asked what NVCC could have done to keep him enrolled, he replied: "They could have let me out of ENG 009." He said that testing is a good thing, but he disliked his placement. He said that he scored high in comprehension, low in the "literature" portion and was recommended for ENG 002—"like a remedial class," he said. He understood his placement in developmental English but strongly disagreed, even after being placed in ENG 009. He said that some of his friends had "gotten out" of 009, but he was told he should take a developmental course based on his test results. He didn't go to class that many times. He thinks students should be required to take placement tests, but thinks they should have a choice of which English class to take.

Respondent dropped out mid-semester fall 2000. She said that she did not withdraw officially because she was "too frustrated." She complained that she paid $200 for 5 credits that weren't going to count toward a degree. She thinks that she might have scored low on the English placement test because of no advance knowledge of the test, no chance to prepare for it, and inadequate guidance on the process. She

wasn't told before taking the test that she couldn't re-take it for a year. If she had known, she would have reviewed for it. Regarding placement, she said that she felt like she was in a "stupid" class, that she was not in the right class. "Felt blindsided," she said. She went to counselors three times asking why she was in the class. She said that the course she was placed in was not exactly too easy, but a review. She said that the instructor was not at all effective. She thinks that students should be given a chance to go to a higher level if the student wants to and if the teacher agrees. She thinks that all new students should be required to take an orientation session.

Respondent said that car problems caused him to drop out mid-semester fall 2000. He chose NVCC because as a GED recipient, a community college was where he could enroll. He was dissatisfied with the English placement test, counseling, placement, and the developmental English course. As for the test, he described it as "not very well defined." He said that it tested grammar more than other English skills, it "doesn't measure the spectrum of English skills," and it was "too hard." He found guidance inadequate, stating that "None given before or after. Just 'here's the test, there's the computer.'" He disliked placement in ENG 009 and said that the instructor was "not very effective." He rated his pre-enrollment English skills as a "10" in reading, "7 or 8" in writing, and "3 or 4" in grammar. He said that his study skills ranged from "semi-poor to poor." He said that he had done very poorly in high school and that he had dropped out. He didn't like being in a "remedial" class at NVCC. He said that he realized some students might need it, but that he knew some students in the 009 class who did not belong there because they were good in English. He thinks that English placement should be "more of a personal process rather than a computer telling students what to take."

Respondent dropped out within the first weeks of fall 2000. He stated at the outset of the interview that he had a learning disorder for which he needed accommodation. A counselor told him to register for ENG 111 before he took the English placement test. Once tested, he was not eligible for ENG 111. He attended one ENG 111 class but when told he was not eligible, he went no further. In answer to questions about the English placement testing process, he said that he felt "the problem was 'rush, rush'," and that he felt hurried. When asked what he felt the school could have done to keep him enrolled, he stated that NVCC employees should know how to communicate well, to be able to explain the reasons for their advice, and to not rush people. He is somewhat fearful of trying again, but plans to return to NVCC. His initial goal was to educate himself in order to return to the country of his birth where he wants to help his fellow citizens in the areas of health and education.

Respondent finished the fall 2000 semester, but was frustrated by many of her experiences at NVCC. She last attended high school in the late 1970's where she said she wasn't too good in English. Her frustrations began at NVCC when her first counselor misread her scores and put her in the wrong course. She missed a class because of the incorrect placement, but she said that the teacher blamed her. She went to a counselor, but she said that the counselor "sort of sided with the teacher." She said that the English course she took was O.K., that it benefited her in research skills and essay writing, but that she was not satisfied with the teacher. She thinks that NVCC should screen teachers and find people willing to meet individual needs, especially the needs of older students who have been out of school for a while. She dislikes the idea of having to take ENG 009 because it means more time on campus than she feels she has. She thinks students should be allowed to take ENG 111 and repeat it if they fail. She dislikes not getting credit for developmental English courses.

Respondent dropped out mid-semester to take a full-time job. He did not like his placement in ENG 009 or the course itself. He said that "If ENG 009 is required, it should be more than an extension of 111—not just more time in class. Should be additional instruction and individualized attention." He did not feel adequately prepared for testing, saying that he had "no insight into what to expect on the test." He thinks that it did not accurately depict his

ability. He felt he didn't need ENG 009. He said that he is easily distracted but does O.K. when the material is challenging. As for his academic performance in high school, he "didn't do too well." He passed the GED with no formal preparation. He chose NVCC because he said his track record was not so good. He thinks NVCC should require new students to be tested, but if a student disagrees with placement, further evaluation should take place.

Respondent dropped out within the first few weeks of fall 2000 because he found ENG 009/111 "too easy, boring." He had the same teacher for both courses and when asked how effective the instructor was, he said: "Absolutely horrible. Mean. Felt as though I was in kindergarten." He said that he enrolled in NVCC because he needed to be enrolled to keep health benefits, and that he chose NVCC because it was close to home and that he hadn't applied to any other colleges. When asked how NVCC could change developmental English, he said, "Get some good teachers." He rated his pre-enrollment English skills as a "10," his study skills as "6 or 7," and said that he had earned high C's and B's in high school.

NORTHERN VIRGINIA COMMUNITY COLLEGE

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To provide a diverse, highly qualified, energetic, and dynamic faculty and staff dedicated to and enhancing student success.

Goal 2:
To develop and acquire adequate fiscal, capital, and community resources and to use them efficiently and effectively to provide the physical environment and tools necessary to assure student success.

Goal 3:
To provide an array of quality support services that enhance student success.

Goal 4:
To provide an instructional program that is accessible, affordable, and educationally sound that supports the needs of a diverse student body and enhances student success.

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